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ABSTRACT

The Citizen Me Level Eight guide incorporates the project's goal of providing a curriculum which integrates concepts of basic citizenship education with community involvement through gaining an understanding of rights, liberties, and obligations of citizens, developing an awareness of outcomes identified in crime and drug education, understanding the free enterprise system, and applying values that lead to skill in human relationships and effective citizenship. The first 10 lessons use role playing and large group discussions to gain an understanding of the role of the police, what constitutes crimes (felonies and misdemeanors), the impact of a police record, and the citizen's role in crime prevention. The last five lessons use a hypothetical school setting to illustrate aspects of leadership and how to approach solving a problem at the hypothetical school through community action. Lessons 13 and 14 stress getting the facts together and writing government officials. Lesson 15 reviews the duties and expectations of good citizenship. (BRR)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Eight

Pat Hopkins

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

Gather facts to aid in making difficult decisions involving conflict.

Clarify alternative choices and consequences in decisions to be made.

13. Use the skills of:

A. locating and organizing information.

B. Drawing inferences and tentative conclusions from data.

C. formulating and applying generalizations to new situations.

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Lesson 1

HOW DO YOU SEE A POLICE OFFICER?

Purpose: Students will recognize positive and negative feelings towards police officers and will demonstrate through discussion how they see a police officer.

Concept: Positive attitude towards police officers

Time: 45 minutes

Materials:

Butcher Paper	or	Chalkboard
Pens		Chalk
Picture Drawings		

Objectives: Students will identify their feelings towards police officers.

Students will examine pictures to recognize their attitudes toward police officers and the people involved with the police officers.

Activities

1. Large group discussion:

   A. Write the word "Police" on the chalkboard. Ask students how they feel when they see this word. Write their feelings on the board.

   B. Group these feelings listed:

   Which of these feelings go together because they are alike? Write these groups as given. Be sure to have students give their reasons for grouping the feelings together.

   C. Label the groups:

   Based on the reasons we put these feelings together, what could we call these groups? Take a group at a time and put several labels on the groupings.

Possible Groupings

Positive	Negative	Cared For
1. sefe	1. suspicious	1. safe
2. protector	2. scared	2. protected
3. enforcer of laws	3. resentful	3. secure

2. Distribute pictures tc each student and ask the students what the police officer is doing in each one. While students are examining their pictures the teacher may want to use the transparencies for each. (Transparencies 1, 2, 3)

3. Emphasizing that our attitudes shape our actions, use the following questions for discussion of each picture. Try to bring out that the way we see police officers causes our positive or negative reactions to them.

Picture #1: Police officer with 2 boys standing next to car that had been driven by one of the boys.

(a) What do you think is happening in this picture?

(b) What do you think happened a few minutes before the police officer stopped the car?

(c) What do you think the police officer is saying?

(d) What do you think the boy in the jacket is thinking? What kind of attitude do you think he has toward the policeman?

(e) What do you think the boy in the windbreaker is saying? What kind of attitude do you think he has toward the police officer?

Picture #2: Police officers and young girl coming out of a wooded area.

(a) Why do you think the police officer is carrying the young girl?

(b) Why do you think the young girl is dressed the way she is? What could have happened to her clothing?

(c) What kind of an area are the police officer and girl coming from? Why is the dog with them?

(d) What might the little girl be thinking? Police officers?

(e) Is this a positive or negative experience for the young girl? Why?

Picture #3: Police officer with a gun and flashlight entering a darkened building.

(a) What is happening in this picture?

(b) What do you think might have happened a few minutes before the officer entered the building?

(c) What is the expression on the police officer's face?

(d) If you were the police officer here, what would you be thinking?

Evaluation

Looking at the 3 pictures, choose one and put yourself in the role of the police officer. Write from an officer's viewpoint what is happening in this situation.

Transparency 1

Transparency 2

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Transparency 3

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Lesson 2

THINK QUICKLY!

Purpose:	Students will demonstrate an understanding of the different jobs of police officers and the quick decision making involved in their work.
Concept:	Positive attitude toward police officers.
Time:	45 minutes
Materials:	Butcher Paper or Chalkboard Pens Chalk Quick Thinking Task Cards
Objectives:	Students will identify roles of police officers. Students will make decisions in their roles as police officers based upon situations on the quick thinking task cards.

Activities

1. Large group discussion:

   A. Review the groupings towards police officers from Lesson 1.

   B. Once students recall the groupings, ask, "Why do you think we have both positive and negative feelings toward police officers?"

   C. Students can give a variety of answers, but probably will come up with statements such as we see police officers as doing their jobs in positive and negative ways, or our feelings are based on our experiences with police officers.

   D. Next question, "What kinds of jobs do police officers have to do?" List the jobs on the board. (If students have trouble listing jobs, have them think back to the role of the police officers in the pictures in Lesson 1.)

   E. Once students have a good understanding of the different jobs of a police officer, divide them into groups of 3 to 4 members.

2. Group Work:

   A. Each group is given a set of "Quick Thinking" task cards. These cards deal with police officers having to make quick decisions in certain situations. Students are asked to assume the role of a police officer and react to these situations. Students are also asked to be able to support their decisions.

   B. Once the groups have examined all situations and made decisions, they should report back to the class to compare their answers. Each group must

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QUICK THINKING SITUATIONS

1. You are sent to investigate a complaint in a local neighborhood. When you arrive, the person you question has a hostile attitude and seems very angry with your presence. From the standpoint of good community relations as well as a representative of the law enforcement community, what should you do?

   (a) listen patiently to the person's side of the story

   (b) record the complaint and leave the scene

   (c) ask the person to calm down or you will arrest him for disorderly conduct

   (d) work out a solution to the problem with the person

   (e) something else

2. You are on routine patrol one night. You receive a report that there has been a burglary at the auto mechanics shop at Central High School. As you approach the entrance, you notice a car pulling away from the mechanics shop with two people in the front seat. You chase the car down and pull it over. As you approach the car, you ask the persons to get out and they refuse. What should you do?

   (a) re-identify yourself and ask the persons to get out of the car again

   (b) call another patrol car for help

   (c) continue talking with the persons urging them to get out of the car

   (d) pull out your gun and demand the persons get out of the car immediately

   (e) something else

3. You have been called to the Rhoades department store to investigate a shoplifting incident involving a 14 year old girl. The girl tells you that this was the first time she has shoplifted and she will never do it again. What should you do?

   (a) take her to the juvenile division at the police station and call her parents

   (b) talk with her on the seriousness of the offense and then let her go

   (c) call her parents to come get her

   (d) you and the store owner talk with her and let her go

   (e) something else

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4. You are called to a neighborhood where there is a father beating on his 12 year old boy. As you approach the scene, what should you do?

   (a) restrain the father with force if necessary and talk with him about his actions

   (b) stop the beating, calm the father down and tell him he will be referred to child welfare

   (c) stop the beating, have child go with you to the child welfare department

   (d) ignore this incident because it is a family problem

   (e) something else

5. You are on patrol in the Plaza Mall parking lot. There has been a great deal of vandalism in this area. As you are patrolling past one of the stores, you notice two teenage boys running from the store with crobars in their hands. What should you do?

   (a) ignore them thinking they are fixing their car

   (b) arrest them and take them to the police station

   (c) stop and question them

   (d) take them home

   (e) something else

6. You are on routine patrol one day. You see a vehicle run a red light. You turn around and get behind the vehicle. You turn on your red light and the car pulls over. As you approach the car, you ask the driver for his driver's license, he refuses to give you the license. What should you do?

   (a) jerk the person out of the car and get his driver's license

   (b) call another patrol car

   (c) pull out your gun and demand that the persons get out of the car

   (d) patiently explain to the violator that he is required by law to show his driver's license

   (e) something else

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7. You have just received a telephone call from a man asking you to meet him in a phone booth as soon as possible at the corner of Wilcrest and Dairy Ashford. Once you arrive, the man tells you that there are burglars inside his house. The man says he was able to get to the phone booth by sneaking out his back bedroom window. He tells you that he thinks the burglars are still in his house. What should you do?

   (a) break down the door and enter the building with weapon pulled

   (b) get behind your patrol car, pull out your gun and fire a warning shot into the air and then call out to the burglars to surrender by coming out of the building with their hands in the air.

   (c) secure the building so that no one can escape unseen and call for another unit of officers to get additional help

   (d) something else

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TEACHER'S CHECK SHEET OVER QUICK THINKING SITUATIONS

Directions:

The following are the correct answers to the students decision making task cards. These situations have been reviewed by a Houston Police Officer and represent his judgment in each situation based upon the law and his experience while on the force:

1. (a) Listen patiently to the person's side of the story. After the police officer has listened to both sides, then a decision can be made regarding the incident. If the person becomes disorderly to the point of interfering with the police officer, then the officer can arrest him.

2. (d) Pull out your gun and demand the person get out of the car immediately. This situation involves the very serious (felony) crime of burglary. In addition to the seriousness of the crime, the police officer has seen the car pull away from the scene of the crime as well as having had to chase down the car to pull it over. These three incidents give the officer strong suspicions.

3. (a) Take her to the juvenile division at the police station and call her parents. The police officer in this situation has no choice. If the store calls the officer, then this is a clear indication that the store wants to file charges against this individual.

4. (b) Stop the beating, calm the father down and tell him he will be referred to child welfare (In this situation, an arrest would not be made unless the father was intoxicated or there was real physical harm to the child such as a broken arm, cuts requiring stitches, etc.) Once the beating had been stopped and if there was a mother at home, then the police officer might encourage the mother to take the child to either a relative's home or another persons home.

5. (c) Stop and question the boys. Upon questioning the boys, the boys and the police officer might then go back to the stores to see if any had been burglarized or vandalized. If a burglary has occurred, arrest them.

6. (d) The police officer explains to the violator that he is required by law to show you his driver's license. If the driver refuses, he can be placed in jail for not only failure to produce the license, but also for running a red light. (This situation is in contrast to situation #2. Situation #2 involves a much more serious offense than this situation.)

7. (c) Make sure the building is secured so that no one can get out unseen. Call for another police unit and wait until they arrive. This other unit is needed for the safety of the officers and to provide a back up for the officer entering the building. This is an unusual situation for the police officer. He or she must face the question of whether this is a set up or not. Is it really a burglary? Are the burglars still in the house? Is it a set up for the officer?

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Lesson 3 AND 4

JOIN THE FORCE

Purpose: Students will recognize the requirements for becoming a Police Officer and determine from a list of applicants who will qualify for a job as police officer.

Concept: Positive attitude toward police officers

Time: Two 45-minute periods

Materials: Requirement Fact Sheet for Applicants of Annod Police Department*
Applicants' Data Sheets
Annod Police Academy Review Board Evaluation Form

Objectives: Students will list the qualifications for becoming a police officer.

Students will make decisions in their roles as the Police Academy Review Board based upon the qualifications of three applicants.

Activities

1. Large Group Discussion:

   A. Teacher will distribute the handout, "Requirements for Applicants in Annod Police Department." Teacher will then explain to the students that these are the most important requirements that must be met in order for an applicant to be accepted into the Annod Police Academy. (See Teacher Handout #2 for additional explanation.)

   B. Teacher will explain that the groups have been formed to represent "the Annod Police Academy Review Board." As members of this board, the group's job is to read over 3 application data sheets of potential police officers. The members are then to determine from the data on each application sheet who meets the requirements for becoming a police officer. Students should have their "Requirements Sheet" nearby for reference.

   C. Distribute "Applicants' Data Sheets." Make sure all students have a copy of all three applicant sheets.

   D. Teacher should distribute the Annod Police Academy Review Board Evaluation Form." One copy should be distributed to each group. Teacher will explain that after everyone in the group has read through all three application data sheets, they will then act as a review board by reviewing each applicant on the basis of completing the chart.

*This information is based on some requirements for the Houston police department.

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E. Once the groups have finished the chart, have them report their decisions to the whole class. Make sure all students are able to support their decisions.

Evaluation

Students will complete the following questions for homework. They should be prepared to discuss their answers with the class at the next class meeting.

1. Putting yourself in one of the roles of the applicants, how would you react to one of the following quick thinking situations (from Lesson 2):
   (a) Lucy Law - shoplifting situation #3
   (b) Bob Badge - house burglary situation #7
   (c) Chadley Chief - house burglary situation #7

2. If you and your group have turned down any applicant, what advice could you give the person if they still wanted to become a police officer?

3. Thinking back over the applicant data sheets, is there any part of the selection process that you would change? If so, what?

4. Thinking back over the applicants' qualifications and the Quick Thinking situations, make a statement as to what kind of person should be a police officer?

5. What influenced you to make the above statement?

Teacher Handout

Requirements for Applicants to the Police Department*

The following is a list of some of the major requirements needed in order to be accepted into the Houston Police Academy. There are actually 20 different requirements but for the purposes of this activity only the major ones are used.

You might want to mention that there are over 2900 men and women who serve in the Houston Police Department. Once the applicant's application is accepted, the applicant then attends an 18 week training session in the Houston Police Academy.

These are additional notes you may want to cover with your students as you explain the other requirements.

A. Height and Weight - It is imperative that the applicant's weight and height be in proportion to his/her height.

B. Age - The applicant must have reached the age of 19 and not older than 36 before receiving the Oath of Office.

C. Work Sample Test - The applicant must pass all phases of the physical agility test. Should the applicant fail any one of these events, the entire test must be retaken. This test involves running, jumping, hurdling, climbing 7'6" wall, and dragging a 165 lb. human dummy the required 20 feet with only heels touching the floor.

D. Education - Applicant must have either a high school diploma or a Texas certificate of high school equivalency from the Texas Education Agency.

E. Citizenship - Applicant must be a United States citizen.

F. Driving Record - Applicant must have a valid Texas Driver's License. The applicant's record must reflect a mature attitude in operating a motor vehicle. Applicant must not have received more than two moving traffic violations within a 12 month period prior to making an application.

G. Legal Record - Applicant must not have been convicted of driving while intoxicated or any other crime involved in damaging one's moral character.

H. Background Investigation - Once the applicant passes the work sample test, then the background investigation begins. This investigation is one of two inquiries into the character and reputation of the applicant. The applicant signs a release form authorizing a review and disclosure of all records that will be needed to complete the investigation. The applicant's background must show family and job stability and no sign of emotional disturbances.

I. Lieutenant's Interview - This final interview is conducted by a captain or lieutenant who has done the background investigation. This interview is designed to apply pressure to an applicant. The lieutenant will ask the applicant about situations that might come up while the officer is on routine patrol (similar to Lesson 2 situations). The applicant's responses give the lieutenant an indication of the applicant's decision-making ability under stressful situations.

Once the applicant has passed all of the above requirements, he/she will take a physical exam. Upon passing this exam, the applicant can officially enter the Police Academy.

*This information is based on some requirements for entering the Houston Police Department.

Student Handout

Requirements for Applicants to the Police Department

Age - Applicant must be between the ages of 19-36.

Work Sample Test - Applicant must pass all parts of this physical exam. This physical test includes running, jumping, hurdling, climbing a 7'6" wall and dragging a 165 lb. human dummy across the floor.

Education - High School Diploma or GED

Citizenship - Applicant must be a United States citizen.

Driving Record - Applicant must have a valid Texas Driver's License. Applicant must not have received more than two moving traffic tickets within one year.

Legal Record - Applicant cannot have been found guilty of a felony (a serious crime such as murder, burglary), driving while intoxicated (DWI) or any other offense involving a person's character.

Background Investigation - A background investigation will be made on each applicant. This investigation will help decide the person's character and reputation. The investigator talks with family members, neighbors, teachers, etc.

Lieutenant's Interview - This final interview is done with the lieutenant who conducted the applicant's investigation. This interview is done to apply pressure to the applicant by asking him or her about stressful situations calling for quick decisions. The applicant's answers to these "pressured situations" will give the lieutenant a further understanding of the applicant.

Student Handout

APPLICANT - BOB BADGE

I. PHYSICAL DESCRIPTION:

Sex - Male
Age - 27
Weight - 230 lbs.
Height - 6'2"
Marital Status - Married

II. WORK SAMPLE TEST: Passed

III. EDUCATION AND ARMED SERVICES:

1969 - High School Diploma
1969-1973 U.S. Army 35th Infantry Division Vietnam (Received Honorable Discharge)
1978 - College Diploma Criminal Justice

IV. Citizen of United States

V. LEGAL RECORD:

Has valid Texas Driver's License with one moving violation ticket 3 months ago.

VI. LEGAL RECORD: Clear

VII. BACKGROUND INVESTIGATION:

Family: Applicant comes from family of four children. His parents divorced when applicant was in junior high. Applicant held many jobs during high school to help support family.

Job Experience: (Last 5 years) Security Detective at McCall's Department store - 1978 to present
Assistant Campus Security Officer - College Job 1974-1977

VIII. LIEUTENANT'S INTERVIEW:

After interviewing the applicant and the people who have known the applicant, he seems to have had a good attitude towards authority while in school and in armed services. He shows strong signs of leadership while at the same time being willing to take orders. He has proven himself to handle very dangerous situations with maturity and with force if necessary. He does, however, show signs of being unsure about trusting people.

IX. APPLICANT'S STATEMENT:

"I would like to become a police officer because I have always had a deep respect for the law as well as the people involved in the law. I also feel that I can contribute a great deal to trying to clean up our city's increasing crime rate. I feel that I can make this contribution by being unafraid to face dangerous situations. I like working with people and I want to try and help as many as I can."

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Student Handout

APPLICANT - LUCY LAW

I. PHYSICAL DESCRIPTION:

Sex - Female
Age - 20
Weight - 130 lbs.
Height - 5'8"
Marital Status - Single

II. WORK SAMPLE TEST: Passed

III. EDUCATION:

Received High School Equivalency Certificate (GED)

IV. Citizen of United States

V. DRIVING RECORD:

Arrested and released for shoplifting in June, 1978; Arrested and brought to trial for possession of narcotics in August 1978 - found innocent and released.

VII. BACKGROUND INVESTIGATION:

Family: Applicant's parents are divorced. Mother has had to work to support family. Applicant is youngest of three children. Family moved around a lot with applicant attending many different schools. Has had juvenile problems such as being involved in the vandalizing of her high school causing expulsion. Has worked and gotten her GED.

Job Experience: 1979 Assistant clerk (on volunteer basis) at Harris County Juvenile Probation Department
1977-78 - Craigs Department Store - Salesclerk
1977 - McDonald's Fast Food Restaurant

VIII. LIEUTENANT'S INTERVIEW:

After interviewing the applicant and the people who have known the applicant, she seems to have had a difficult home life. She has had little supervision. However, she seems very stable and shows a remarkable ability to understand and get along with other people. The applicant shows a respect for the law and authority. She seems a little unsure of using force in certain situations and uncertain about making decisions in dangerous situations. Applicant seems a little bitter towards home life and mistakes she has made.

IX. APPLICANT'S STATEMENT:

"I have really changed in the last two years. I have learned a great deal about the law and how it can help you. I have decided that I would like to be a police officer. As a volunteer at the probation department I have come in contact with young people who have a lot of problems. I would like to help them so that they can go straight and lead a productive life. I have seen a lot of the harder side of life and I feel that with this experience I can help juveniles of all ages."

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Student Handout

APPLICANT - CHADLEY CHIEF

I. PHYSICAL DESCRIPTION:

Sex - Male
Age - 32
Height - 5'll
Marital Status - Wife deceased (murdered 1975); Weight - 180 lbs.3 children

II. WORK SAMPLE: Passed

III. EDUCATION AND ARMED SERVICES:

1965 - High School Diploma
1966-1970 - Armed Services U.S. Army, Honorable Discharge
1973 - College Diploma in Business
1974 - Attended Law School for one year

IV. Citizen of United States

V. DRIVING RECORD:

Valid Texas Driver's License with no moving violation ticket

VI. LEGAL RECORD:

Arrested and later released for suspicion of DWI January 1972; Arrested and charged with disturbing the peace June, 1976; Arrested and convicted for possession of 2 oz. of marijuana August, 1975

VII. BACKGROUND INVESTIGATION:

Family: Applicant comes from a very wealthy family. He is an only child. Family is very well respected in community and active in civic clubs.

Job Experience: 1975 - Shell Oil Company - Financial Assistant
1976 - Davis Accounting Firm - Accountant
1977 - Anderson/Jones Financial Consultant - Accountant
1978 - First Houston National Bank - Loan Officer

VIII. LIEUTENANT'S INTERVIEW:

Applicant has had some problems stabilizing life due to wife's death. In high school as well as in college, he graduated with outstanding grades, was class president, and active in sports. In the service, applicant showed a willingness to take orders, but sometimes resented the officers. In watching him react to imaginary situations, he seems overly willing to use force even when another alternative could be found. In talking with people who have worked for him, he seems to have a little problem getting along with others.

IX. APPLICANT'S STATEMENT:

"I would like to become a police officer for several reasons. One, I have had my life touched by crime with the murder of my wife. It has made me realize the importance of law and order in our society. I would like to contribute my share to maintaining order. I feel that I can handle dangerous situations with coolness and confidence. I will use force if necessary to protect the public, my children, and myself.

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Student Handout

POLICE ACADEMY REVIEW BOARD

EVALUATION FORM

APPLICANT'S NAME	APPLICANT'S GREATEST STRENGTHS	APPLICANT'S GREATEST WEAKNESS (ES)	WOULD YOU RECOMMEND THIS APPLICANT TO THE POLICE ACADEMY	STATE YOUR REASONS FOR AND AGAINST RECOMMENDATION
BOB BADGE				
LUCY LAW				
CHADLEY CHIEF				

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Lesson 5

WHAT ACTS ARE CRIMES?

Purpose:	Identify criminal acts
Concept	Relate student's understanding of crime to that of responsible citizenship
Time:	45 minutes
Materials:	Criminal Acts Information Sheet "Name That Crime" Situations
Objectives:	Students will be able to define the following criminal acts as stated in the Texas Penal Code: criminal trespassing, criminal mischief, disorderly conduct, arson, burglary, robbery, theft, capital murder, possession of narcotics. Given a set of situations involving the above crimes, students will be able to identify the crime in each situation.

Activities

1. Large group disucssion

   A. Teacher will list the following crimes on the board or on an overhead projector. Then ask the students to give their definitions of each.

criminal trespassing	burglary
criminal mischief	robbery
disorderly conduct	theft
possession of narcotics	capital murder
arson	murder

   B. Teacher will then distribute "Criminal Information Sheet."

   C. Teacher should mention to the students that all of our criminal laws are found in the Texas Penal Code. The Texas Penal Code was written and enacted by the members of the Texas State Legislature. The Penal Code tells us what laws are ciminal ones. This "Criminal Act Information Sheet" gives ten crimes that have been defined by the Texas Penal Code.

   D. Teacher will then go over each crime on the students' information sheet comparing the students' definition to the Texas Penal Code definitions (while discussing these crimes, teacher may want to refer to "Criminal Act Information Sheet" - Teacher handout - to give examples).

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2. Individual work

After discussing crimes, the teacher will then distribute "Name That Crime."

Teacher will instruct students that these are imaginary situations involving the ten crimes just discussed. Using their "Criminal Acts Information Sheet" students will identify the crime that is being committed in each situation.

Students will work independently on this assignment and turn it in when completed.

Evaluation

Teachers may give a short test to determine students' understanding of these crimes or use the "Name That Crime" sheet.

Enrichment

Ask students to cut articles out of newspapers dealing with any of these 10 crimes. Have them bring the articles to class at the next lesson.

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Teacher Handout

CRIMINAL ACT INFORMATION SHEET

1. Criminal Trespassing - Involves unlawful entry either into a building or on some other type of property when the owner has let it be known he does not want the entry to occur. The owner can let the person know his feelings by written notice, telling the person, or by posting notices (Class B misdemeanor).

2. Capital murder - Occurs when someone is killed under the following circumstances. (All are capital felonies)

   a) death of an on-duty police officer or fireman
   b) murder for hire
   c) if there is a murder while a person is committing another serious crime (felony) such as burglary, robbery, etc. (Example: if a person is robbing a convenience store, he shoots its owner.)

3. Murder - When a person intentionally causes the death of another (1st degree felony).

4. Robbery - Stealing something by force or threats. (Example: John walks into a bank, threatens a bank teller, takes $200.00 worth of cash. This robbery is a second-degree felony. If John has used a gun, the offense would have been 1st degree felony - robbery.)

5. Burglary - A person is breaking and entering a building or home for the purpose of stealing something or committing a serious crime (felony). (Example: Frank broke the lock on the Campbell's Sporting Goods Store. He entered and stole several thousand dollars worth of merchandise. 2nd degree felony. If Frank had broken into a private home, or had been armed with a deadly weapon or injury had occurred, it would have been a 1st degree felony.)

6. Theft - When a person gets control of someone else's property without the owner's permission. One of the most common forms of theft is shoplifting. All thefts are not given the same classification or punishment. The punishment will increase with the value of the stolen property. Below is the criteria used under the Texas Penal Code:

Value of Stolen or Damaged Property	Grouping of Offense
$0 - 5.00 (ex. - record)	Class C misdemeanor
$5.00 - $20.00 (ex. - purse)	Class B Misdemeanor
$20.00 - 200.00 (ex. - radio)	Class A misdemeanor
$200.00 - 10,000 (ex. - jewelry)	3rd degree felony
over $10,000.00 (ex. - painting)	2nd degree felony

7. Criminal Mischief - When a person knowingly damages another person's property such as window breaking, spray painting a wall, etc. The seriousness of the crime depends upon the value of the damaged property. (See the above chart for classification.)

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8. Disorderly Conduct - In public includes using vulgar language, fighting, causing a lot of noise. (Class C - misdemeanor)

9. Possession of Narcotics - Anyone who possesses or sells or manufactures an illegal drug is guilty of a crime. Persons found manufacturing, delivering, selling or with these intents will receive a stricter penalty than those persons possessing the drug. (Example: The manufacture, delivery or selling of LSD, heroin, etc. is considered a 1st degree felony. Whereas, the possession of these drugs is only a 2nd degree felony. On the other hand, manufacture, delivery or selling marijuana is 3rd degree felony if it is over 4 ounces. If possession is under 4 ounces, it falls into misdemeanor classification.)

10. Arson - When a person starts a fire intending to damage the owner's building without the owner's consent. (Example: Alice set fire to Judy's car - 2nd degree felony. If Alice had been in the car and had been seriously injured it would have been 1st degree felony.)

Student Handout

CRIMINAL ACT INFORMATION SHEET

1. Criminal Trespassing - Occurs when a person is in or on another person's property when the owner has told the person he does not wish the entry to occur.

2. Murder - When a person purposely kills another person.

3. Capital Murder - Occurs when someone is killed under the following circumstances:

   a) if the person killed is an on-duty police officer or fireman
   b) if the person killed was murdered by a hired killer
   c) if the person is killed by someone who is committing another serious crime (felony) such as burglary, robbery, arson, etc.

4. Robbery - Stealing something by force or threats

5. Burglary - When a person is breaking and entering a building for the reason of stealing something or committing another serious cirme.

6. Theft - When a person takes another person's property without the owner's permission.

7. Criminal Mischief - Occurs when a person damages another person's property such as window breaking, spray painting a wall.

8. Disorderly Conduct - When a person does the following in a public place:

   a) uses bad language
   b) causes a lot of noise
   c) fighting

9. Possession of Narcotics - Anyone who possesses, manufactures, or sells illegal drugs is guilty of a crime.

10. Arson - When a person starts a fire with the intention of damaging a building without the permission of the owner.

Student Handout

NAME THAT CRIME

Directions: The following are situations involving the ten crimes on the criminal information sheet. Read each situation carefully. Using the information sheet, you will determine which crime is occurring in each situation. Some crimes may be used more than once.

1. John walks to the courtesy booth at Allen's Grocery Store, threatens the cashier, takes $300 in cash and runs away.

2. Stephanie and Jo Ann are walking past their school and throw several bricks through a large glass window valued at $800.

3. Marty broke into the front window of Ace Auto Parts and took over $500 worth of automobile parts he needed for his car.

4. Jack and Henry were robbing A-1 Pharmacy. As they were finishing the robbery, a police officer arrived. When the men saw the officer, gunshots were fired from both sides. Within a few minutes, the police officer had been killed.

5. Mary was at Big Discount Department Store looking at her favorite rock group's new tape. The tape cost $10, but she did not have enough money to buy it. Instead, she decided to get it anyway by slipping it into her purse and walking out of the store.

6. Two brothers own a farmhouse outside Farmville County. One of the brothers went into town and ordered some chemicals they needed in the manufacture of the drug LSD.

7. Randy and Bobby had a fight over a girl. Randy got so angry that he went to Bobby's backyard, pushed some dry leaves and sticks of wood together up against Bobby's wooden fence. Randy threw a lighted match onto the pile. The burning continued until the fence had burned down.

8. The police have received word that Phil and Joan have several pounds of marijuana in their house. After securing a warrant, they enter the house and find the marijuana in a bedroom closet.

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9. Mr. Adams lost his divorce suit and custody of his children to his ex wife. He blamed his lawyer for the loss. Two days later, Mr. Adams walked into his lawyer's office and shot and killed him.

10. A man went into a neighborhood convenience store and robbed the cashier, at gunpoint, of $400. A struggle between the two took place. The robber shot and killed the owner.

11. The Jones family has been on vacation for a week. Two men, who had been watching the house, broke into their home and took a television set, stereo equipment, jewelry, etc.

12. A gang of teenagers has come over to Mr. Smith's yard and is harassing his daughter, Sue. Mr. Smith has told the gang to stay off his property and leave his daughter alone. Mr. Smith comes home from work to find the gang, once again, in his yard bothering his daughter.

13. Betty and her friends are at a disco. After several drinks she begins talking and arguing loudly with her friends while at the same time using very bad language.

Student Handout

NAME THAT CRIME

Answer Sheet

1. Robbery with use of threat or force - 2nd degree felony
2. Criminal mischief with over $200 damage - 3rd degree felony
3. Burglary of a building - 2nd degree felony
4. Capital murder - capital felony
5. Theft or shoplifting under $20 - Class B misdemeanor
6. Manufacturing of dangerous drugs - 1st degree felony
7. Arson with property damage - 2nd degree felony
8. Possession of dangerous drugs, over 4 oz. of marijuana -3rd degree felony
9. Murder - 1st degree felony
10. Capital murder - capital felony
11. Burglary of private home - 1st degree felony
12. Criminal trespassing - Class A misdemeanor
13. Disorderly conduct - Class C misdemeanor

Lesson 6

FELONIES AND MISDEMEANORS

Purpose: Recognize that crimes are grouped into felonies and misdemeanors based on the seriousness of the offense

Concept: Relate students understanding of crime to that of responsible citizenship

Time: 45 minutes

Materials: Chart of Felonies and Misdemeanors - Student Handout
Drawings of "How A Misdemeanor Becomes A Felony" (4 pictures)
"Name That Crime" Situation Sheet (Lesson 5)

Objectives: Students will define felonies and misdemeanors and give an example of each.

Given a set of four pictures, students will be able to explain how a misdemeanor theft can become a capital felony.

Using the Crime Situation Sheet from Lesson 5, students will classify crimes into degrees or classes of seriousness.

Activities

1. Large group discussion

   A. Teacher will distribute the "Chart of Felonies and Misdemeanors" to each student. Students should put names on paper. Inform students they will be taking a few notes on this paper to be used later in the lesson. Teacher will use the transparency of this chart to lead discussion.

   B. Teacher will discuss with the students that to better help us understand the crimes in the previous lesson, it is important to know that the Texas Penal Code has classified crimes into felonies and misdemeanors.

   C. Teacher will define felonies and misdemeanors for the students on the transparency under the word in column one of the chart. Have the students do the same to their chart.

      Felonies - Are the most serious of all crimes. Examples: murder, arson, burglary

      Misdemeanors - Are less serious crimes. Examples: disorderly conduct, making obscene telephone calls.

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D. Teacher will instruct the students to now look at column 2 of their chart entitled "Class of Felonies and Misdemeanors." Students will notice that felonies and misdemeanors have been further divided into different degrees and classes. There are four types of felonies (capital, 1st degree, 2nd degree, 3rd degree). There are three types of misdemeanors (Class A, Class B, Class C). Students need to be aware that felonies and misdemeanors have been separated into these categories based on the seriousness of the crimes. Certainly the theft of a $10.00 purse is less serious than robbery with a weapon.

E. Teacher will now show set of pictures entitled, "How A Misdemeanor Becomes A Felony." The story running through the pictures involved a young girl, Lisa, who has a new $15.00 purse. She is on her lunch break in the park when she is approached by an older boy demanding the purse.

(1) Picture #1:

a. What is happening in this picture?
b. Is there a crime being committed? If so, what is it?
c. Looking at column 1 of your chart, "Felonies and Misdemeanors," into what 2 groups of crime does this crime fall? Why?
d. Looking at column 2 of your chart, into what classification of crime does this crime fall? Why?
e. How could this incident have been prevented?

(2) Picture #2:

a. What is happening in this picture?
b. How does this picture differ from picture #2?
c. Looking at column 1 of your chart, how would you group this crime? Why?
d. Looking at column 2 of your chart, how would you classify this crime? Why?
e. How would the crime have been different if the struggle and threat had not occurred?
f. How could this incident have been prevented?

(3) Picture #3:

a. What is happening in this picture?
b. How does this picture differ from pictures 1 and 2?
c. Looking at column 2 of your chart, how would you group this crime? Why?
d. Looking at column 2 of your chart, how would you classify this crime? Why?
e. How would the crime have been different had the boy not had the weapon?
f. What would you have done to prevent this situation?

(4) Picture #4:

a. What is happening in this picture?
b. How does this picture differ from all other pictures we have seen so far?
c. Looking at column 1 of your chart, into what group does this crime fall? Why?
d. Looking at column 2 of your chart, how would you classify this crime? Why?
e. How would the crime have been different if an injury instead of a killing had taken place?
f. What would you have done to prevent this situation?

2. After looking at the pictures and discussing each one, the teacher should then ask the students:

> From all that we have discussed about felonies and misdemeanors, what, in general, could we say about them. (Students should state that crimes are classified into two groups - felonies and misdemeanors. They are then further divided in their group on the basis of the seriousness of the offense.)

3. Teacher should go back to the chart and ask students to look at the 3rd column, "Examples of Offenses." All of these offenses have been studied in the previous lesson and students should be aware of their meaning. Starting from the bottom of the chart and going upward, teacher may briefly review each offense while at the same time discussing how as the severity of the crime increases, so does the crime's classification.

Evaluation

Using their "Chart of Felonies and Misdemeanors" and their "Name That Crime" Situation Sheet from the previous lesson, students will now go back to each situation and classify their crimes according to the degree or class of seriousness.

Student Handout
Transparency

FELONIES AND MISDEMEANORS

Groups of Crimes	Class of Felonies and Misdemeanors	Example of Offenses
FELONIES	1) Capital Felony	Capital Murder
	2) 1st Degree Felony	Murder Burglary (with a weapon, with injury or in a private home) Robbery (with a weapon) Manufacture, Delivery, Selling of Narcotics (LSD, Heroin, etc.)
	3) 2nd Degree Felony	Arson Burglary (of a building) Robbery (with the use of threat or force and injury) Theft over $10,000.00
	4) 3rd Degree Felony	Possession of Dangerous Drugs (over 4 oz. of marijuana) Criminal mischief over $200-$10,000 Theft $200-$10,000
MISDEMEANORS	1) Class A Misdemeanor	Theft $20-$200 Criminal Mischief $20-$200 Criminal Trespassing
	2) Class B Misdemeanor	Theft $5-$20 Criminal Mischief $5-$20 Obscene Telephone Calls
	3) Class C Misdemeanor	Theft to $5.00 Criminal Mischief to $5.00 Disorderly Conduct

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Transparency 1

HOW A MISDEMEANOR BECOMES A FELONY

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Transparency 2

HOW A MISDEMEANOR BECOMES A FELONY

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Transparency 3

HOW A MISDEMEANOR BECOMES A FELONY

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Transparency 4

HOW A MISDEMEANOR BECOMES A FELONY

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Lesson 7

YOU BE THE JUDGE

Purpose:	Recognize that crimes are grouped into felonies and misdemeanors based on the seriousness of the crime as well as the punishment of the crime.
Concept:	Relate the students understanding of crime to that of responsible citizenship
Time:	45 minutes
Materials:	Felonies, Misdemeanors and Punishments - Chart II - Student Handout You Be The Judge Activity Sheet - Student Handout
Objectives:	Students will be able to define and describe appropriate punishments for felonies and misdemeanors. Using a chart, students will demonstrate their understanding that felony crimes receive stricter punishments than misdemeanor crime. Given a listing of crimes, students will assess the punishments.

Activities

1. Large Group Instruction:

   A. Teacher will review the students on the meaning of felonies and misdemeanors from the previous lessons. Also, teacher will review that crimes have been further divided into these groups depending upon the seriousness of the offense.

   B. Teacher will explain that another reason we group felonies and misdemeanors is to assess different types of punishments for each according to seriousness. The Texas Penal Code states that since felonies are the most serious of crimes then their punishments are more severe than misdemeanors, the less serious crimes.

2. Group Work:

   A. Divide the class into 3-4 member groups. Teacher will give the handout, "You Be The Judge" to each student.

   B. Teacher will explain that students will assess punishments for these eight crimes based on their opinions of the severity of each. Write in column 2, "Your Punishment." Suggest to students that types of punishments might include fines, prison sentences, death penalty, life in prison. Student are not limited to just these types of punishments, these are only some suggestions.

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3. Large Group Discussion:

A. Once students have completed this column, ask them to report to the class. Teacher may want to use the accompanying transparency of this chart to write the students' forms of punishment for each crime. The pattern that should emerge is that the more severe crimes (felonies) receive the more severe punishment. Ask the following to help focus the questioning:

(1) Is there one kind of punishment that seems to be used the most? If so, what is it?
(2) Is there one kind of punishment that seems to be used less than the others? If so, what is it?
(3) Looking at your chart, which crime (or crimes) seem to be punished more severely than the others? Why?
(4) Looking at your chart, which crime (crimes) seem to be punished less severely than the others? Why?

B. Distribute the student handout "Felonies, Misdemeanors, and Their Punishment." Teacher will then tell students to focus their attention on the last column of the chart, "Punishment." Ask students to look at only the part of the column dealing with felonies. Ask the following questions to focus the discussion:

(1) What are some of the punishments given to a person who is convicted of a felony?
(2) Which class of felonies receives the most severe punishments? Give an example.
(3) Which class of felonies receives the least severe punishment? Give an example.
(4) Are there any offenses you feel should receive a less serious punishment? If so, what? Why?
(5) Are there any offenses that you feel should receive a more severe punishment? If so, what? Why?
(6) Other than punishing someone by death, a prison sentence or a fine, what other ways might our laws punish a felony offender?

C. Teacher will then ask students to look at the part of the column that deals with misdemeanors. Ask the above questions, substituting the word misdemeanor for felonies.

D. To sum up the discussion; teacher will ask:

(1) From all we have discussed, what could you generally say about the difference between felonies and misdemeanors? (Students should come up with a statement saying that felonies are very serious crimes with harsher punishments, while misdemeanors are less serious crimes with less serious punishment.)
(2) What would you think would be the difference between the futures of a felon and a person who has committed a misdemeanor? (At this point student have no data to answer this question; this is to get them thinking about the idea for the next lesson.)

Evaluation

Students will get back in their groups. Using the chart, "Felonies, Misdemeanors and Punishments.," they will complete the last column on their handout, "You Be The Judge."

Student Handout
Teacher Transparency

YOU BE THE JUDGE

Crime	Your Punishment	Actual Punishment
1. Shoplifting a $10.00 tape		
2. Obscene telephone call		
3. Selling LSD to a teenager		
4. Robbing and severely injuring a 65 year old woman		
5. Murder		
6. Shoplifting a $500.00 computer game		
7. Burglarizing a home and killing the owner in the process		
8. Possessing two joints of marijuana		

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Student Handout
Teacher Transparency

FELONIES, MISDEMEANORS AND PUNISHMNETS

Groups of Crimes	Class of Felonies and Misdemeanors	Example of Offenses	Punishment
Felonies - Are the most serious crimes punished by death or imprisonment in state or federal prison	1) Capital Felony	Capital Murder	Life in prison or Death penalty
	2) 1st Degree Felony	Murder Burglary (with a weapon, with injury in home) Robbery (with a weapon) Manufacture, delivery, selling of Narcotics (LSD, heroin)	5-99 years in prison
	3) 2nd Degree Felony	Arson Burglary (of a building) Robbery (with use of threat, force & injury) Theft over $10,000	2-20 years in prison or Fine up to $10,000
	4) 3rd Degree Felony	Possession of Narcotics (over 4 oz. of marijuana) Criminal mischief $200-$10,000 Theft $200-$10,000	2-10 year in prison Fine up to $5000
Misdemeanors - Are less serious crimes punished by penalties of fines or jail sentences	1) Class A	Theft $20-200 Criminal Mischief 20-100 Criminal Trespassing	One year or less in jail $2000 Fine
	2) Class B	Theft $5.00-$20.00 Criminal Mischief $5.00-$20.00 Obscene Telephone Calls Possession of Narcotics (less than 2 oz. of marijuana)	6 months or less in jail Fine up to $1000
	3) Class C	Theft $0-$5.00 Criminal Mischief $0-$5.00 Disorderly Conduct	Fine up to $200.00

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Lesson 8

WHY SHOULD I WORRY ABOUT A RECORD?

Purpose: Understand the consequences of criminal behavior for an adult.

Concept: Consequences of criminal behavior

Materials: Adults: Their Records - Student Handout
Newspaper Articles
Newspaper Article Chart

Objectives: Students will list the consequences of having an adult record.

After reading 3 or 4 newspaper articles involving crimes, students will determine the classification of the crime, the name of the crime, punishment if person is found guilty and future consequences to the person.

Activities

Note to Teacher:

You may want to ask students to bring in newspaper articles about a crime. These would be used in the last activity.

1. Large Group Discussion:

   A. Teacher will ask students to look at their chart in the previous lesson and ask the following:

      (1) Were your punishments more or less harsh than the law's punishment? If so, why?

      (2) Were there any crimes that you felt did not receive strong enough punishment? If so, what?

      (3) Were there any crimes that you felt received too little punishment? If so, what?

   B. Teacher will explain that there are two consequences when a person commits a crime and is convicted. One, of course, is the immediate punishment of the person. Ask the students:

      Once the adult has served his/her punishment for the crime committed, what will the person face as a future consequence of the crime? (A record for the rest of his/her life.)

   C. Teacher will distribute student handout, "Adults: Their Records" to each student. Teacher's transparency can be used while discussing the handout.

   D. Looking at the handout, the teacher will explain that a person is an adult when he or she reaches the age of 17. Teacher will go over the consequences for an adult who commits a crime. Remind the students that this record will follow an adult through life.

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2. Group Work:

   A. Divide student into 3-4 member groups. Choose a recorder for each group and distribute newspaper articles. Then give each student the "Crime Evaluation" chart. (They may also need previous charts on "Felonies and Misdemeanors.")

   B. Instruct the students that each person in the group will read a newspaper article. Then discuss the article with the group so that all members can help complete each column of the chart.

Evaluation

Large Group - Once students have completed their chart, teacher will ask members of the class to give their answers and will record them on the overhead transparency. Students will check their charts for accuracy.

Houston man shot to death while sitting in automobile

Police are seeking two unidentified men who shot and killed a man who was sitting in a car outside a northeast Houston lounge.

Robert Wright, 24, of 5515 Clarewood, was shot in the chest about 11:40 p.m. Monday at Charlie's Angels Club, 12720 Market.

Police said Wright and a friend were sitting in a car when two men approached and began to argue with them. One shot Wright.

3 charged after raid on alleged drug lab

Two men arrested at a Houston residence described by officers as a methamphetamine laboratory are in Harris County Jail on identical drug charges, while a woman arrested with them posted bond on a lesser charge.

William Roy Neese, 29, and Arthur Clark Rozell, 39, both of 2200 Lake Village Drive, Kingwood, are charged with manufacture and possession with intent to deliver methamphetamines. Tragina Strickland, 18, same address, is charged with possession of methamphetamines.

Neese was held without bond, Rozell in lieu of $80,000 bond. Miss Strickland posted $5,000 bond.

Pasadena police, assisted by Harris County, Houston and federal Drug Enforcement Administration officers, arrested the three Sunday at 5523 Holly and confiscated about two pounds of methamphetamines.

Neese apparently had been manufacturing drugs there for about a week, officers said.

Police questioning suspect in fatal shooting of man, 31

Police were questioning a suspect today in the fatal shooting of a man on a southwest Houston sidewalk.

Samuel David Knotts, 31, of 6601 Dunlap, was shot in the back about 8:45 p.m. Monday during an argument in the 1300 block of Heiner, then ran about a block before falling dead.

Knotts and the suspect, arrested at the scene, had known each other for some time and had been having disagreements for two weeks, police said.

Student Handout
Transparency

CRIME EVALUATION CHART

Newspaper Articles	Name of Crime/Details	Possible Punishment	Future Consequences
ARTICLE 1			
ARTICLE 2			
ARTICLE 3			
ARTICLE 4			

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Student Handout
Transparency

ADULTS AND THEIR RECORDS

Adult - A person 17 years or older

"As an adult with a record, I would....."

1. have difficulty getting a good job
2. not be able to enter graduate or professional schools
3. not able to serve in the military service
4. find that having been convicted of a felony, lose my right to vote
5. find that having been convicted of a felony, may not be able to run or hold public office.

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Lesson 9

OPERATION - CRIME, SAFETY

Purpose:	Describe responsibilities for crime prevention
Concept:	Responsible citizen
Time:	45 minutes
Materials:	Personal Safety Situations Home Safety Checklist
Objectives:	Students will identify the importance of crime safety
	Students will identify two areas of crime safety.
	Given three situations involving personal safety, students will make decisions concerning ways to protect themselves against a potential crime.
	Given a home safety survey, students and their parents will conduct a safety check of their homes.

Activities

1. Large Group Discussion

   A. Teacher will review the term crime prevention (crime prevention - is the practicing of crime safety by citizens so that they can protect themselves, their families, and their community.)

   B. Teacher will explain that many people believe that crime prevention (safety) is different from other safety we have been taught. However, they are similar. (The teacher will use the following questions about water safety to illustrate the similarities of crime safety and other safety procedures.) For instance, look at water safety:

      (1) How many of you know how to swim? (Majority of the class will probably raise their hand indicating they can swim.)

      (2) Why do you think it's important that you learn how to swim? (Possible response is that a person will drown if he/she doesn't know how to swim.)

      (3) Other than learning how to swim, what kinds of water safety have you learned? (Do not swim alone, do not swim just after you have finished eating.)

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(4) If we have lifeguards and coast guard people, why do we need to learn to swim or learn any other methods of water safety? (Because people have to take care of themselves - life guards are not always going to be there. People must take some responsibility for preventing a drowning. They can prevent drowning by knowing how to swim and knowing other kinds of water safety.

D. Teacher will now use the above questions to illustrate how crime safety is similar to other safety procedures. Teacher can use the example of locking your bicycle. (Be sure to substitute the words police officer on question #4.)

2. Large Group Discussion:

A. Teacher will explain that crime prevention (safety) can be divided into two groups: (write on chalkboard or transparency)

home or property safety
personal safety

B. Teacher will explain each safety group and give an example of each (on chalkboard or transparency.)

(1) Home or property safety - is making sure your home or any other property is safe from burglars or vandalism. (Example: Lock or chain your bike so that a burglar might have a difficult time stealing it. Also, etch your parents driver's license number somewhere on the bike so it can be traced if stolen. Be sure to register your bike with the police department.) Burglars are looking for homes that can easily be broken into within 90 seconds. The idea in home safety is to make your house so secure that it will be difficult for the burglar to gain entry very quickly. Hopefully, the burglar will become frustrated after a minute or two and go elsewhere.

(2) Personal safety - is making sure that you are safe from personal harm or injury. (Example: Be sure to have your house keys in your hand as you walk to the door. If you decide to hunt for your keys while standing at the door, you're giving a person a perfect opportunity to attack.)

Evaluation

1. Divide the class into groups of 3-4 members. Teacher will distribute handout, "Personal Safety Checklist" to each student. This is to be completed in class and turned in. This handout asks the student to read the personal safety situation in the left column. Discuss the situation with your group members and in the right column, write how you would react to this situation.

2. Teacher will distribute handout, "Home Safety Survey" to each student. Students are asked to take this checklist home and with either parent, or neighbor, go through your home or apartment to see if you and your family are secure from burglars, fire or other accidents. Students will bring this information back the next day. Teacher will go over each part of the survey giving students the chance to share their information with the rest of the class. Teacher will then go over the last column telling them the correct way to secure their home or apartment.

Note:

In the discussion of correct ways to secure a home, it may be noted that a totally secure home may create a 'fire hazard'. An exit, in case of fire, should be considered.

Student Handout

PERSONAL SAFETY SITUATIONS

Directions: Read the personal safety situations in the left column (What would you do if....) You and your group members discuss it. In the right column (How would you....) write how you would react to this situation.

What Would You Do If....?	How Would You Protect Yourself....?
1. You were walking home alone from school and a stranger drives up behind you and says, "Hey, I'm kinda lost. Could you tell me where 409 Wall Street is?" On second thought, "Could you show me where it is?"	
2. You are the only person at home and someone knocks on the door. You look out your peep hole and do not recognize the person.	
3. You receive an obscene telephone call.	

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Student Handout

Directions: Walk through your home or apartment with a parent or guardian checking the security of your home. If you are unable to answer a question because it does not apply to your home, go to the next question.

HOME SAFETY SURVEY

Areas of Security	Identify What Your Home Has	What You Should Have
1. Locks on Doors (What kind)		Best type of lock is a dead bolt. It has 2 cylinder locks on it and makes it difficult to gain entry.
2. Doors (Texture)		All doors should be made of solid wood.
3. Locks on Patio Doors		These doors can easily be lifted off their tracks. To prevent this, get a "charley bar" that fits in the center of other side of door. Put a slide lock at the right bottom door to lock door in place.
4. Locks on Garage Door		If garage on rolling track, place padlocks in notch above roller. This will lock door in place and prevent rolling up.
5. Windows		Drill holes in molding on the upper right and left hand corners of bottom window. Place screws in holes, screw in. This prevents someone from sliding window open.
6. Fence		It should not be a wooden fence. Wooden fence offers camouflage for a burglar who wants to enter a house in the back yard. Chain link fence best.
7. Outside Lighting		A darkened home is inviting to a burglar because no one can see what he/she is doing. Good outside lighting keeps burglars away.
8. Outside Shrubs (Approximate Height)		Keep shrubs trimmed to a low height. Otherwise, they offer good protection for a burglar.
9. Identification of Stereo T.V., radio, C.B.		Record your parent's driver's license number on all appliances. Then register these items with police department.
10. Fire		Smoke Alarm

Student Handout

Directions: Walk through your home or apartment with a parent or guardian checking the security of your home. If you are unable to answer a question because it does not apply to your home, go to the next question.

HOME SAFETY SURVEY

Areas of Security	Identify What Your Home Has	What You Should Have
1. Locks on Doors (What kind)		
2. Doors (Texture)		
3. Locks on Patio Doors		
4. Locks on Garage Door		
5. Windows		
6. Fence		
7. Outside Lighting		
8. Outside Shrubs (Approximate Height)		
9. Identification of Stereo T.V., radio, C.B.		
10. Fire		

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Lesson 10

WHAT MAKES A LEADER?

Purpose:	To identify the qualities of a leader
Concept:	Qualities of leadership
Time:	45 minutes
Materials:	Butcher Paper or Chalkboard/Chalk Pens Rank/Order Sheet
Objectives:	Students will identify men and women who they feel are leaders in today's society. Students will identify the qualities that make each man or woman a leader. Given a list of 10-12 qualities, students will rank these qualities on the basis of their importance to leadership capabilities.

Activities

1. Large Group Discussion

   A. Teacher will mention, that as future voters, students will be faced with making important decisions concerning the election of their leaders.

   B. Teacher will ask students, "Who Are Some Men and Women in today's society that you consider to be leaders?" Teacher will list the names either on chalkboard or butcher paper. Possible listings in this question might include:

Jimmy Carter	Chris Everett
Earl Campbell	Bill Clements
Gerald Ford	Barbara Jordon

   C. Teacher then asks, "Looking at this list of leaders, what qualitites do you think this person has that make him/her a leader?" Teacher should go down the list of leaders asking the question and writing down the quality or qualities to the side of each person. (Possible listings might include: honesty, good sense of humor, intelligence, personality, courage, sincerity, wanting to help others, job experience, being outspoken, talented; athletic skills, admiration.)

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Note:

If students have difficulty with the idea of 'qualities,' discuss actions on one of these people. Then talk about qualities that person would need in his job.

2. Group Discussion:

   A. Divide the class into 3-4 member groups. Teacher will then instruct the group to choose a recorder. Teacher will distribute the Rank-Order Sheet.

   B. As the students are looking at the Rank Order Sheet, the teacher will explain the directions. As a group, students are to select 10-12 leadership qualities from the list on the board and write these in Column B on their Rank Order Sheet.

   C. Looking at column A, students are now instructed to rank these qualities in order of their importance on the basis of leadership capabilities. In ranking these qualities, students will use number 1 through 10, with 1 being the most important quality and 10 being the least important. (No number, 1-10, may be used more than once.)

Evaluation

1. Students' groups will report their rankings back to the rest of the class.

2. Teacher will guide the discussion by asking each group: In choosing a leader:

   A. What was your most important quality? Why?

   B. What was your least important quality? Why?

   C. Looking at your ranking sheet, which qualities or quality did you and your group members feel were average? Why?

   D. If you were a person running for public office and had some average qualities of leadership, would there be any way to attain the more important qualities? If so, how would you do it?

   E. Looking at your rankings, do you think there is any truth to the statement, "You are a natural-born leader?" Explain.

   F. From all we have discussed, what could you generally say about the qualities of a leader?

   Optional Discussion:

   G. What leaders have we discussed in history who have some of these qualities? Describe instances in history when these qualities were important.

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Student Handout
Teacher Transparency

RANK ORDER SHEET

Directions: Copy in Column B 10 of the leadership qualities that your class listed on the board. Next, in Column A, rank these qualities in the order of their importance as you see a capable leader. You will use numbers 1 through 10, with 1 being the most important quality and 10 being the least important quality.

Column A - Ranking	Column B - Qualities
_____	1.
_____	2.
_____	3.
_____	4.
_____	5.
_____	6.
_____	7.
_____	8.
_____	9.
_____	10.

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Lesson 11

CHOOSING A LEADER

Purpose:	Apply leadership qualities in the previous lesson, making a decision on student council candidate
Concept:	Analysis of voting for a leader
Time:	45 minutes
Materials:	Job Description of Student Council President Four Candidate Data Cards Voter Ballot Voter Evaluation Sheet
Objectives:	Students will list the qualities of a leader as stated in previous lesson. Given four candidate data cards, students will decide on the best choice for student council president. Students will identify the leadership qualities in their choices for student council president and state how they differed from the rest of the class. Students will identify the factors that influenced them in making their decision.

Activities

1. Group Work:

   A. Divide the students into 3-4 member groups. Teacher will explain to the students that they are acting as the student body of Evans Middle School. Considering the leadership qualities listed in the previous lesson, students are to elect a new student council president.

   B. Teacher will explain what the job of the student council president will involve as well as the qualifications for running for this office. (Teacher Transparency)

   C. Teacher will distribute 4 Candidate Data Cards and an Evans Student Council President Ballot to each student. The students are instructed to read over the data cards, keeping the leadership qualities of each candidate as well as the job description of student council president and make a choice for student council president.

   D. Once students have made their decision, have the student fill out a ballot for president. Fold the ballot and place in an enclosed box on the teacher's desk.

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E. Teacher will distribute the "Evans Voter Evaluation Sheet" to each student. Have student complete questions 1 through 4 in their groups as the teacher counts the ballots from the election.

2. Large Group Discussion:

A. After students have completed questions 1-4 on their sheets, announce the results of the election.

B. Teacher will ask the following questions of the class for a large group discussion:

(1) How do you feel about the class choice for student council president?

(2) Does your choice for student council president differ from the election results? If so, how?

(3) What qualities did your candidate have that the elected president didn't have?

(4) Think back on your choice for president. What influenced you the most in making your decision? Why?

ELECTION BALLOT FOR PRESIDENT

Of Evans Middle School Student Council

Instructions:

Place an X in the box next to the candidate of your choice.

☐ Judy Smothers

☐ Sam Gutierrez

☐ Jim Smith

☐ Gloria Gamble

JOB OF STUDENT COUNCIL PRESIDENT

AND ITS QUALIFICATIONS

The Evans Student Council Constitution describes the job of student council president as involving:

A. Presiding over a student council meeting to be held once a month during the school year.

Through an open discussion:

B. Listening to students' concerns, coming up with some solutions to problems and discussing these solutions with the assistant principal or principal of Evans Middle School. These concerns might be lunchroom rules, extra school privileges, special dress up days, dances, etc.

C. Being in charge of a community/school committee. This committee will carry out the student body's choice for a community project and agree on a direction for the project.

Qualifications for this office include:

A. 8th grade student

B. 79 (C+) grade average

C. Active in at least 2 clubs

D. Previous student council experience

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CANDIDATE DATA CARD

CANDIDATE #1 Judy Smothers

Sex: Female

Grade Average: B+ (88)

Activities:
Drama Club Member - President
Student Office Assistant - 6th and 7th grade
Student Council Representatives 6th and 7th grade
Girls Volleyball Team - 7th grade
Editor of Student Newspaper

Awards:
Best Actress - 7th grade
Creative Writing Award
Outstanding 7th grade female student

Teacher Recommendation:

This candidate has proven herself to be a very responsible and mature person. Her experience these past two years as student council representative has shown her ability to get along with her fellow classmates as well as teachers. She has demonstrated her outspoken views on student concerns sometimes at the expense of disagreeing with her friends. She has the ability to get along with others and is well respected. I would highly recommend her for the job of student council president.

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CANDIDATE DATA CARD

CANDIDATE #2 Sam Gutierrez

Sex: Male

Grade Average: A+ (98)

Activities:
Middle School Honor Society
Math Club
Student Council Representative 1 year
Foreign Language Club
Speech Club

Awards:
Outstanding 7th grade Math Student
Most Likely to Succeed - 7th grader
Science Fair Winner in 7th grade division

Teacher Recommendations:

This candidate is one of the brightest students in the 8th grade class. He is quick to understand many problems. His one year experience on the student council has proven him to be someone who can organize and can get things done while working with classmates, teachers and the assistant principal. He has always been willing to volunteer for extra responsibilities and in doing so, has represented the school to his best ability. I feel this candidate would be a strong student council president.

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CANDIDATE DATA CARD

CANDIDATE #3 Jim Smith

Sex: Male

Grade Average: B (85)

Activities:
Football Team Captain - 6th and 7th grade
Basketball and Track Teams - 7 grade
Science Club President
Student Council Representative 2 years
Auto Mechanic Club

Awards:
Outstanding Male Athlete - 7th grade
Most Popular 7th grade Boy

Teacher Recommendations:

This candidate has proven himself to be an outstanding student. His participation in sports has given him the experience of getting along with his classmates. His two years as student council representative has shown him to be a person who is willing to give his opinion. He is very well liked by his classmates and teachers. I think this candidate would be a good student council president.

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CANDIDATE DATA CARD

CANDIDATE #4 Gloria Gamble

Sex: Female

Grade Average A (95)

Activities:
Middle School Honor Society - Vice President
Future Teachers of America - tutor program
Student Council Representative 2 years
Girls Basketball - 7th grade
Store Manager of School Store

Awards:
Outstanding 7th Grade Band Student
Most Likely To Succeed - 7th grade girl

Teacher Recommendations:

This candidate has shown herself to be a person of great potential. She has a great need to help others as seen through the tutor program she has begun. Due to her experience as store manager, she has proven herself to be a person whom her teachers and her classmates can depend upon. Her student council experience has given her a lot of background for running the organization. I would highly recommend her for the job as student council president.

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EVANS VOTER EVALUATION SHEET

1. My first choice for student council president was

   _____

   My second choice for student council president was

   _____

2. What kinds of qualities did you look for in your choice for student council president?

3. What kinds of qualities did you find?

4. Imagine that you had two first choices for president of the student council, what additional information would you need to help you decide on <u>one</u> first choice?

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Lesson 12

PROJECT: BROCK ROAD

(Note to Teacher: The following three lessons are based upon some fact, but the majority of the information is purely hypothetical. It will be left to the teacher's discretion as to how involved you want the student to become. For greater relevancy, select a project in your community and follow the same process.)

Purpose:	Identify the community problem
Concept:	Problem solving, responsible community citizenship
Time:	45 minutes
Materials:	Community Problem Handout, "Students for Safety" Map of Problem Area Outline of Problem Solving Steps (Part I)
Objectives:	Given a set of facts, students will identify a community problem. Given a map of the area, students will read and interpret information. Students will formulate alternative solutions to the problem.

Activities

1. Group Work

   A. Divide students into 4-5 member groups. Teacher will inform students that they are members of the student council committee at Evans Middle School. Your committee has been formed to investigate a neighborhood problem that the student body has chosen for their yearly project. Your job on the committee is to look into the problem, gather the facts, offer solutions and contact the local government department that handles such a problem. The members of the committee are student council representatives.

   B. Teacher will distribute the handout, "Project: Brock Road" with the accompanying map. Allow each group time to read over the handout and look at the map. Teacher may want to discuss handout with the students to see if there are any unclear facts. Also, teacher may want to go over the map with the students, especially the legend.

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C. After discussing the handout and map, teacher will distribute "Problem Solving Outline: Students for Safety." Each member of the group is to receive a copy of the outline. Teacher should designate someone as a recorder. (Teacher may want to have group members divide questions among themselves.

Evaluation

After students have completed their outline, have them turn it in. If time allows, teacher may want to discuss the questions with the class to make sure all groups have a good understanding of the problem.

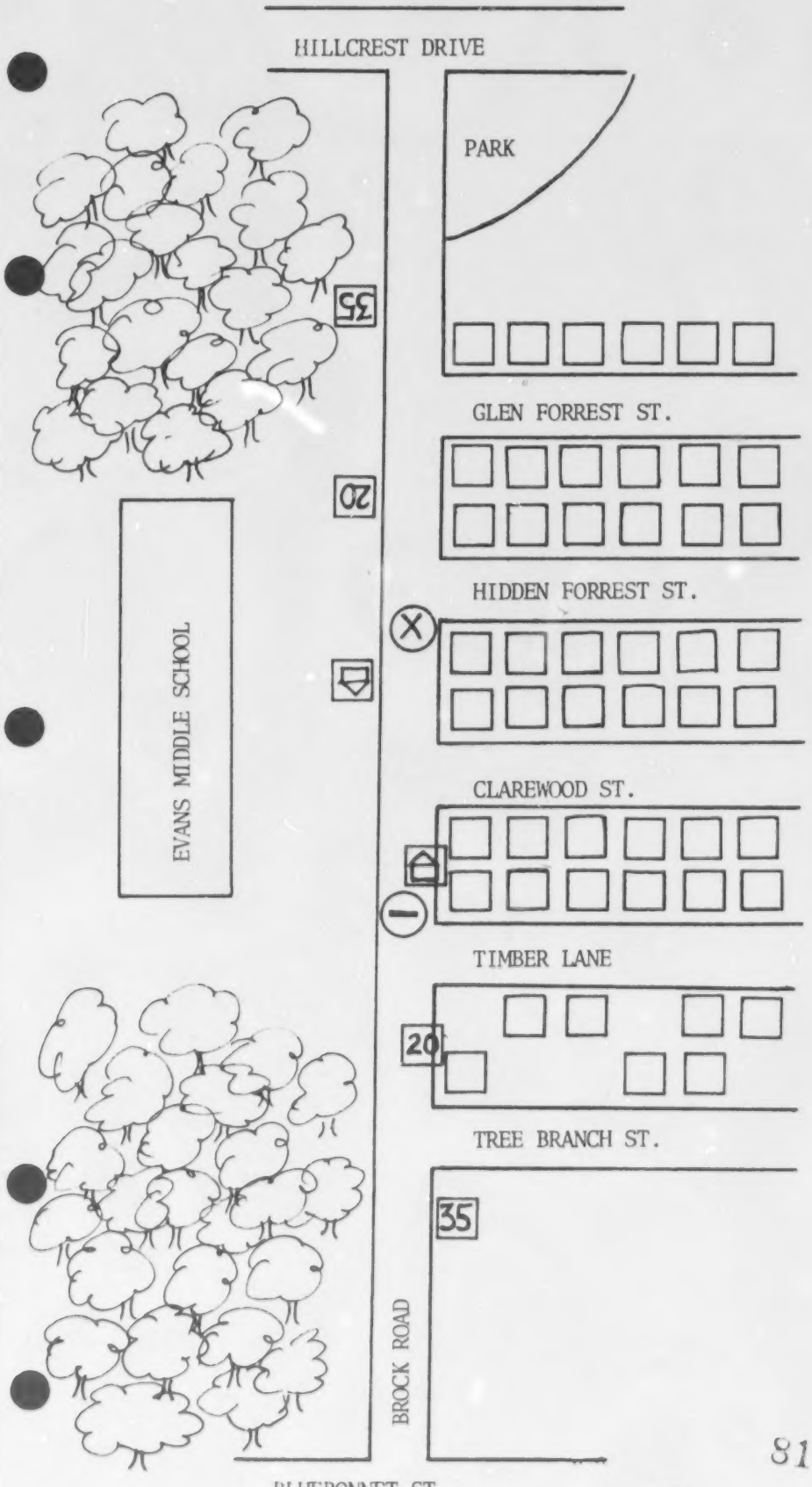
Student Handout

PROJECT: BROCK ROAD

Your school, Evans Middle School, opened two years ago. The school is located in a new residential area of town that used to be considered the "country." The area has slowly built into a new community of families with school age children. So new is the area that many major roads do not have sidewalks. One of these roads is Brock Road. Brock Road runs in front of your school. Since Brock has no sidewalks, students are forced to walk in the street as well as ride their bikes in the street.

During the last year, the road has proven to be very unsafe. The road carries a great deal of traffic. This traffic includes cars, school buses, construction trucks and other community vehicles. At opposite ends of the road, there are two 35mph speed limit signs. There are also two 20mph school zone signs posted between either end of the school. Within the last year, there have been several accidents. Two of these accidents have involved eighth grade students from your school. One student was walking from school alongside the road when he was hit by a speeding car. He was hospitalized with a serious broken leg. Recently, another eighth grader was riding her bike to school when she was hit and killed by a speeding truck.

So far, a group of adults in the community have called upon their county government for help. The county government has placed additional school zone signs on the street. You and your classmates are very concerned over this situation. You feel that other solutions can be found to this problem. So concerned is the student body that they have chosen this problem as their community project. Your job as a committee member is to try and get all the facts in this situation, come up with some solutions and present this information to the county government.



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PROBLEM SOLVING OUTLINE: STUDENTS FOR SAFETY

(PART I)

I. Identify the facts and the problem

A. What is the problem?

B. List the facts that are given to you by answering the following questions:

(1) Looking at the map and from what you have read, what surrounds Brock Road?

(2) What does the above information tell you about the area of town?

(3) What kinds of signs are posted to let a driver know he/she is entering this area?

(4) Do you think the wooded area and the newness of the community would influence drivers on Brock Road? If so, how?

(5) In spite of the signs, what has happened?

(6) How have the accidents been similar?

(7) So far, what has been the result of these accidents?

(8) In general, what do you see as possible causes of these accidents?

(9) What possible solution(s) do you and your group members see to this community problem?

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Lesson 13

GET THE FACTS!

Purpose: To gather data needed to support a solution

Concept: Problem solving, responsible community citizenship

Time: 45 minutes

Materials: Outline of Problem Solving Steps (Part II)
Map of Problem Area

Objectives: Students will identify one solution to solving the Brock Road problem.

Students will identify ways to gather data to support their solution.

Given a map, students will designate how their solution will be carried out.

Activities

1. Large Group Discussion

   A. Teacher returns activity sheet from Lesson 12. If the teacher was unable to go over the activity with the students in the previous lesson, now would be a good time to do so.

   B. Teacher will ask students to look at question #9 on their activity sheet. Teacher will then ask students to give their possible solutions to the Brock Road problem. These solutions will be listed on the board. (Possible listings might include sidewalks, traffic lights, street lights, patrol by police, stop signs, etc.)

   C. Once an adequate listing is obtained, the teacher will instruct the students that in their groups they are to choose one solution to this community problem either from the board or from their group discussions in the previous lesson.

   D. Before allowing the students to get back to their groups, the teacher may want to review the purpose of the committee once again. Teacher should stress to the students that once they have identified the problem, and have chosen a solution, they must now gather some facts that would support their solution. These facts will be used in a letter to a county or city official to support the committee's solution to this Brock Road problem.

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2. Group Work:

   A. Students should regroup as they were in Lesson 12. Teacher will distribute handout, "Problem Solving Part II" to each student in the group. The group will have one person to do the recording of answers.

   B. Teacher will instruct the students that once they have chosen their solution to the community problem they must get facts to support their solution.

   C. Teacher will instruct students to look at III, question #1. Students should come up with at least 3 facts (to get the students started on this part of the activity, the teacher might want to clarify some of the suggestions listed.)

   D. Each student in the group should take one fact, research it in some way and bring information back to the group. (This may have to be done outside of class.)

   E. Looking at question 2 and after gathering their information, students will draw their solution on a map.

Evaluation

In a large group discussion, student will answer the following:

1. Based upon the facts you have gathered, how do you think the county government or other government official will react to this solution?

2. What were your committee's reasons for gathering the facts the way you did?

PROBLEM SOLVING OUTLINE: STUDENTS FOR SAFETY

(PART II)

II. Solution

A. What do you and your committee see as the solution to this community problem?

B. How do you think the people of your community will react to this solution? Why?

III. Get the Facts

A. Gather the information that you will need to support your solution by answering the following questions:

1. What kinds of acts does the local government need to know in order to be convinced that there is a real need for your solution? The following are some facts you might consider:

a. Number of accidents that have occurred - Committee might want to designate someone to check with police records on the two accidents. A committee member could write up two reports on these accidents, including time of day it occurred, vehicle involved, rate of speed, where accident occurred, injury sustained, cause of accident, etc.

b. Police patrolling area - Someone in the group could check with the police to see if the area is patrolled, when it is patrolled, number of tickets issued, any other incidents noticed by police.

c. Number and kinds of vehicles using road - Someone on committee might want to organize committee of students to survey the vehicles on the road. Students could look for the number of vehicles that travel the road daily, what kinds of vehicles travel the road and the approximate speed of the vehicles.

d. Number of students that ride bikes or walk to and from school Someone on committee counts the number of students who are walking to school or gets information from principal's office. Get a count of the number of students who ride bikes to school.

e. Community survey or student survey - Committee member can make up a survey to poll people within the immediate area on how they feel about your committee's solution, etc.

2. On a map, draw changes in the school area that will occur if your solution is carried out.

Lesson 14

WRITE YOUR GOVERNMENT OFFICIAL!

Purpose: To write a letter to the appropriate local government agency recommending the adoption of the committee's solution based upon facts the committee has gathered.

Concept: Problem solving, responsible community citizenship

Time: 45 minutes

Materials: Problem Solving: Part II (from previous lesson)
Terr·ce Meadow Homeowners Association Letter

Objectives: Students will gather their data, analyze it and determine how it can be used to support their solution to the brock Road problem.

Students will write a letter to the appropriate government agency urging it to support the committee's solution based upon the facts the committee has gathered.

Activities

1. Group Work:

   A. Have student re-group as they have in their previous lessons. Teacher will ask students to get out their handout "Problem Solving: Part II" from the previous lesson.

   B. Each member of the group should discuss what information they have found to support the Brock Road problem. Each student should write down what information will be used to support the committee's solution.

2. Large Group Discussion:

   A. Teacher will explain to the students that they will write a letter to a government official. In this letter, the students will present the committee's solution with its supporting information to the official and urge its adoption.

   B. Teacher will now distribute a copy of an imaginary letter. "Stop Sign in Terrace Meadow." (Teacher has a transparency of this letter.) Teacher will go over the following areas of the letter with the students, urging them to take notes in the lettered areas.

      (1) Your address - Students are to write the address of their school.

      (2) Date - Today's Date

(3) Inside address - Address of the official

(4) Greeting - To whom you are writing. Be sure to address person by title.

(5) Identify your committee and the purpose of the committee - Students should identify their student council, their class project and why the committee was formed.

(6) Recommendation - Students should state their committee's solution to the Brock Road Project in this paragraph.

(7) Students should list and explain the collected information that supports their solution.

(8) Close the letter - Students will give the solution to their problem once again and urge that the officials approve it.

(9) Salutation - Close the letter, sign your name, identify yourself as a committee member.

Evaluation

Using their handout, "Problem Solving: Part II" and the Terrace Meadow letter, students are to write their own letter to a government official. Students should use the following address as an example:

Commissioner Sharon Hall
County Commissioner Precinct #4
Commissioner's Court Building
2100 Main Street
Rockdale, Texas 73475

Student Handout

A. (Your address)
7589 Terrace Drive
Centerville, Texas 79840

B. (date)
August 3, 1979

C. Commissioner Janice Jacobs
County Commissioner Precinct #3
Commissioner's Court Building
1900 West Dallas Street
Centerville, Texas 79800

D. Dear Commissioner Jacobs:

E. The Terrace Meadow Homeowner's Association chose as its 1979-1980 project to look into the recent automobile accidents and speeding problems at the busy street corner of Wells and Chandler Streets. The Homeowner's Association appointed a committee of five members whose job it was to study the problems of this street corner and determine some solutions. This committee's solution was then voted on by the entire association.

F. The committee is recommending that a stop sign be placed on the corner of Wells and Chandler Streets. We feel that our community needs this stop sign because of the following:

G. Recent Accidents - Within the last 4 months, there have been six automobile accidents at this corner. Two of these accidents have involved children who were walking or riding their bikes.

Growing Area - Our community is growing very fast. We have an average of 15 new families that move into this area every week. These families have approximately three children. Each family has at least two cars. This growth rate is expected to increase as our community's housing projects are built.

Heavily Travelled Area - This area has many kinds of vehicles that travel its streets during the day. We have found that within one day, at least 35 large 8-wheeler construction trucks cross this busy corner at speeds from 40-50 miles an hour. We also have found at least 135-150 cars crossing this corner each day at speeds from 30-45 miles an hour. We have speed limit signs posted throughout the community which post the speed at 30 miles per hour.

H. Our association recommends to you and the other members of the Commissioner's Court that a stop sign be erected on this street corner. We strongly feel that this recommendation will solve the problems of accidents and speeding in our community. It is hoped that our recommendation is considered and is approved.

I. Sincerely,

J. A. Thompson, President
Terrace Meadow Association

Lesson 15

DUTIES AND EXPECTATIONS OF GOOD CITIZENSHIP

Purpose: Students will become aware of certain duties and expectations of good citizenship.

Concept: Responsible citizen

Time: 45 minutes

Materials: Chalkboard/Chalk
or
Butcher Paper
Pens

Objectives: Students will identify duties and expectations of responsible citizenship.

Given a continuum on the chalkboard, students will take a stand and justify the stand on citizenship involvement.

Activities

1. Large Group Discussion:

   A. Teacher will open class discussion by stating that when all the students reach the age of 18, there will be certain duties they must carry out.

   B. Teacher will list the following on the board under the title of "Duties of An American Citizen"

      1. Obey laws - state, local, national
      2. Pay taxes - local, state, national
      3. Serve on a jury
      4. Testify in court
      5. Perform military service

   C. Teacher will continue the discussion by asking the students, "Thinking back over all these lessons, what are some things that may not be required of a citizen, but are expected for good citizenship?" Teacher will list students responses.

(Sample)

Expectations of a Good Citizen

1. Choosing leaders or voting
2. Keeping up with your leaders, their views, and being informed of the news.
3. Serving on a committee
4. Holding a public office if needed

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5. Helping the police prevent crime - aiding an arrest, neighborhood crime watch, home safety to prevent burglaries, locking bikes.

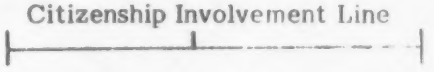
(If the students have difficulty listing expectations, refer back to the lessons in this curriculum to get students thinking in the right direction.)

2. Large Group Discussion:

A. Ask for three student volunteers. Tell these students to leave the room. Ask the students seated at their desks to participate in this activity by doing so on a sheet of notebook paper.

B. Draw a line across the chalkboard (a continuum). At the top of the line write "Citizenship Involvement."

(Example: Citizenship Involvement Line



C. Each end of the line represents extremes a person may feel about becoming an informed, involved citizen.

Citizenship Involvement Line

"Donny Do It All" — Ida "I don't want to get involved."

D. Call each student back into the room separately. Go over the following points with each.

(1) Explain the crime prevention line and how either end of the line represents extreme views on citizenship involvement.

"Donny Do It All"

Donny Do It All feels it's every person's responsibility to be involved. He attends all local school board meetings, city council meetings, and other community gatherings. He is often in the office of city officials waiting to be heard. He daily writes the President about national matters.

Ida "I don't want to get involved"

Ida feels that it's the elected officials responsibility to see that citizen's needs are met. She doesn't have time to write her city council representative or her state officials. Ida doesn't read the newspaper because it's always bad news.

(2) Ask the student to choose a position on this line that best describes how he/she feels about being an involved citizen.

Students at their desks may want to come up at this point, too.

(3) Once student has taken a position, ask, "Why did you take that position on the line?"

E. Ask the other class members how they positioned their feelings on the line.

F. Discussion

1. How did you feel about "Donny Do It All's" position? Why?

2. If everyone can't be as involved as Donny, what would you suggest that citizens do to show they are interested in their community, state or nation?

Evaluation

If time permits, have students create a check-list or a guide which would help a person new to this community or this country know how to become an informed, involved citizen.